

U.S. Department of Education
Office of Safe and Drug-Free Schools

2008 Biennial Review

September 1, 2006 – August 31, 2007
and
September 1, 2007 – August 31, 2008

U n i v e r s i t y o f M i c h i g a n - F l i n t
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Introduction

The use and abuse of alcohol, tobacco, and other drugs all too often results in physical, psychological, and social consequences for college students. Nationally, college-age drinkers admit to having done poorly on a test or important project because of alcohol. College students report injuries ranging from bumps and bruises to broken bones as a direct result of using alcohol and other drugs. One out of every three student drinkers attributes a fight or serious argument to alcohol. Eighty-three percent of students who have experienced unwanted sexual intercourse cite the influence of alcohol or other drugs as a factor. Table 1 illustrates the prevalence of alcohol, tobacco, and other drug use among college students as reported by the Core Institute¹.

PREVALENCE

Annual Prevalence		30-Day Prevalence	
Tobacco	41.0%	Tobacco	28.2%
Alcohol	84.5%	Alcohol	72.8%
Marijuana	30.1%	Marijuana	16.7%
Cocaine	4.9%	Cocaine	2.1%
Amphetamines	6.4%	Amphetamines	3.3%
Sedatives	4.4%	Sedatives	2.0%
Hallucinogens	3.5%	Hallucinogens	1.0%
Opiates	1.4%	Opiates	0.7%
Inhalants	1.1%	Inhalants	0.5%
Designer drugs	2.7%	Designer drugs	0.8%
Steroids	0.6%	Steroids	0.4%
Other	2.0%	Other	0.8%

The percentage is students who reported using each drug listed at least once within the year prior to completing the survey.

The percentage of students who reported using each drug listed at least once within the 30 days prior to completing the survey.

Core Institute, 2005

Table 1
Core Alcohol and Drug Survey

The Drug-Free Schools and Campuses Regulations (Education Department General Administrative Regulations [EDGAR Part 86]) lay out several requirements with which all institutions of higher education (IHEs) receiving any form of federal funding must comply, one of which is a biennial review of their alcohol and other drug programs and policies to determine program effectiveness and consistency of policy enforcement and to identify and implement any changes needed.

The University of Michigan-Flint Alcohol and Drug Prevention Policy is intended to educate members of the campus community about health risks associated with the use and abuse of alcohol and other drugs. It is also meant to provide information concerning available resources for assessment, referral, and treatment. Since 1990, the campus has utilized a collaborative approach to complying with EDGAR Part 86. In Spring 2008, the University sought to formalize its approach and established an Alcohol, Tobacco, and Other Drug Programs (ATODP) Oversight Committee [See Appendix A]. Since its inception, the Committee has determined its organizational structure, drafted a mission statement [See Appendix B], and is currently discussing the following questions:

What do we know about our campus and the students as it relates to alcohol and other drugs – attitudes, perceptions, needs, and alternatives?

What do we need to know to most effectively meet the needs of our students?

How do we go about gathering the information – who do we need to talk to, what ways should we reach out, etc.?

U.S. Department of Education Guidelines for Complying with the Drug-Free Schools and Campuses Regulations [EDGAR Part 86] suggest the following resources to, "...assist in the development and review of a comprehensive prevention program, as well as help determine if current efforts are on track...":

Network Addressing Collegiate Alcohol and Other Drug Issues

www.thenetwork.ws/standards.htm

Council for the Advancement of Standards in Higher Education
www.cas.edu

American College Health Association
www.acha.org/info_resources/SPHPHE.cfm

Utilizing the Council for the Advancement of Standards in Higher Education (CAS), the Oversight Committee agreed that all campus groups conducting programming around alcohol, tobacco, and other drugs build programs around one (or more) of the sixteen outcomes as identified by CAS: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals. CAS examples of evidence of achievement can be found in Appendix C.

In preparing the 2008 Biennial Review, representatives from the following campus units were brought together: New Student Programs, Housing and Residential Life, Student Life, Auxiliary and Recreational Services, Women's Educational Center, University Human Resources, Academic Advising and Career Center, Department of Public Safety, Student Development Center, and Financial Aid.

Program Inventory

2006-2007

September 1, 2006 – August 31, 2007

Office of Student Life

October 18, 2006

Hosted display table in University Center with literature on the dangers of irresponsible drinking. "Beer Goggles" demonstrating the effects of intoxication were available for student use. Goggles donated by Tom Ryan Distributing Company, a local distributor.

February 23, 2007

Sponsored Training for Intervention Procedures (TIPS) *Train the Trainer Session* for nine University of Michigan-Flint staff members. Facilitated by Patti Parker-Forbes, participants learned how to effectively equip, educate, and empower students on issues related to alcohol use.

March 13-15, 2007

Michigan Traffic Safety Summit, East Lansing, MI

Women's Educational Center (WEC)

Fall 2006

Domestic Violence Video and Discussion Series

Purpose: Introduce awareness raising campaign about violence against women (project supported by grant from the U.S. Department of Justice) and recognize Domestic Violence Awareness Month in October

Partners: Dr. Heather Laube and Jennifer Alvey, Department of Anthropology, Sociology and Criminal Justice

Self-Defense Workshop

Purpose: Offer a six-week training on self-defense techniques for women

Partners: Recreation Center

Winter 2007

Vagina Monologues

Purpose: To raise awareness of violence against women to students, faculty, staff at UM-Flint and community members, and recognize Women's History Month.

Partners: Temple Beth El Sisterhood of Flint, select students, faculty and staff who volunteered to perform and organize events.

Clothesline Project for Sexual Assault Awareness Month (April)

Purpose: a vehicle for women affected by violence to express their emotions by decorating a shirt, and then hanging the shirt on a clothesline to be viewed by others as testimony to the problem of violence against women.

University Human Resources (UHR)

University wide notices were sent in August 2007. These notices included services available through Faculty and Staff Assistance Program (FASAP), Work Life Programs and the new programs for Understanding U and M-Healthy Community. FASAP is a group that provides counseling and direction for family/marital/partner concerns, emotional concerns (depression, anxiety), stress from financial difficulties, alcohol or other drug abuse, and child/adolescent development issues. Work Life Programs provide assistance for faculty and staff to gain a

work/life balance. Understanding U is a new program designed to help Managers understand and recognize staff that may need assistance. The program provides concrete information to help Managers handle emotional or stress related performance concerns with the employee to gain a better work performance while understanding the complexities that may be involved in depression, anxiety, stress, or substance abuse. M-Healthy Community is a 5 year program designed to help employees become or maintain good health. The program does not focus on substance abuse but on the overall health of the employee. Email notification was sent to all faculty and staff for these programs. FASAP and Work Life provided postcards mailed to each University faculty and staff member's campus address regarding their services.

UHR web site has a link to FASAP and Work Life Programs through the Employee Benefits tab. Information listed here is updated throughout the year. This link was established in 2002. M-Healthy information is available through direct link on the UHR Home page, established in 2007.

Orientations provided to new faculty/staff include slides (See Appendix D) discussing the drug-free workplace policy and the FASAP phone number. Slides have been part of new faculty/staff orientation since 1998. Additional information regarding Work Life and M-Healthy Community was added to the slides in 2007.

Orientation also provides new faculty and staff information regarding who to contact when encountering a student in need of assistance. This includes accommodations for ADA compliance, along with help for alcohol, tobacco, or other drug issues. This information has been a part of orientation since 2002.

Between September 2006 and August 2007 approximately 24 individuals visited a FASAP counselor totaling 63 visits. Visit is defined as "number of appointments" and, therefore, could include return visits by the same employee.

University Human Resources website: www.umflint.edu/hr

Recreational Services

Workshop: Self-Defense for Women

October 4 - November 8, 2006

Attended by 24 women. Co-sponsored by the Women's Educational Center.

Annual Event: Women's Night Out

March 15, 2007

Attended by approximately 300 women from UM-Flint and the community.

Holistic health display tables included information on alcohol and drug abuse prevention.

Workshops included a *Self-Defense for Women* session.

Office of New Student Programs

Freshman Survey

Incoming freshmen at UM-Flint have been completing the Higher Education Research Institute's Freshman Survey² since 1972. This survey asks students about their cigarette, beer, wine or liquor consumption, as well as their views on legalizing marijuana and how much of their time in high school was spent partying. (See Appendix D)

College Student Inventory

The Noel-Levitz College Student Inventory³ (CSI), Form B, *Getting the most out of your college experience* has been administered annually to all incoming freshmen since 2001. CSI item #39 asks each student to rate "not at all true" to "completely true" the following: *I would like to talk with a counselor about eliminating an unwanted habit (involving food, drugs, cigarettes, or alcohol, etc.).* Participation is voluntary and for those who wish, a one-hour confidential student-advisor

session is scheduled to review CSI results and determine what support services might be necessary to aid in a successful transition to University life.

Workshop: It's Your Life

Workshop presented at each of the Freshman Orientation sessions during summer 2008. Following information sharing, students discussed issues related to alcohol and drug abuse and their impact.

Event and Building Services (EBS)

Bartender Certification Program: *Techniques of Alcohol Management (TAM)*

Five individuals completed TAM certification program in 2006-2007.

Certified Instructor of *Training for Intervention Procedures (TIPS)* Program

Five full-time staff members became certified instructors of TIPS with an emphasis on campus environments in 2006-2007.

Department of Public Safety Web Site

Alcohol and Drug Prevention Policy

<http://www.umflint.edu/safety/personalsafety/alcohol.htm>

Student Rights Policy

<http://www.umflint.edu/safety/documents/StudentRights.Bro.pdf>

Program Inventory

2007-2008

September 1, 2007 – August 31, 2008

Office of Student Life

September 2007

Creation of C.A.M.P.U.S. (Communicating Addiction Misuses to Prevent UM-Flint Students). This group provides programming opportunities and resources for UM-Flint students to engage in healthy living alternatives.

November 15, 2007

Great American Smokeout

Sponsored by C.A.M.P.U.S.

Hosted display table in University Center featuring literature on the dangers of smoking and the health benefits of living smoke-free.

January 24, 2008

Winter Block Party

C.A.M.P.U.S. provided alcohol free beverages and distributed information to students about the dangers of drinking. Showing of film addressing the dangers of driving under the influence. Paraphernalia and beverages were donated by Tom Ryan Distributing Company, a local distributor.

March 17, 2008

St. Patrick's Day Mocktails

C.A.M.P.U.S. provided alcohol free beverages to students as alternatives for celebrating St. Patrick's Day.

April 10, 2008

National Alcohol Screening Day

C.A.M.P.U.S. teamed with Counseling Services to provide a self-assessment for students to evaluate their personal drinking habits and behaviors. Alcoholic free beverages and information regarding the dangers of drinking were provided to participating students.

Recreational Services

Annual Event: Women's Night Out

March 20, 2008

Attended by approximately 300 women from UM-Flint and the community.

Holistic health display tables included information on alcohol and drug abuse prevention.

Workshops included a *Self-Defense for Women* session.

Counseling Services

Alcohol Awareness Day – September 17, 2007

Facilitated the distribution of educational materials and alcohol use/dependence screenings in the University Center. Participants received Immediate feedback and, where necessary, referrals were made. This was scheduled to coincide with the timing of Greek Life pledge periods.

Winter Block Party – January 24, 2008

This activity was organized by Student Life. Counseling Services provided psychoeducational materials and helped distribute "Mocktails" donated by Tom Ryan Distributing Company.

National Alcohol Screening Day – April 10, 2008
Counseling Services co-sponsored this annual, national event in which psychoeducational material is provided to students, along with the option of completing an alcohol use/dependence screening. Immediate feedback and referrals (when necessary) were provided to students.

Women's Educational Center (WEC)

Fall 2007

Domestic Violence Awareness Month Activities (October)

Purpose: Educate campus community about domestic violence

Clothesline Project

Monday, October 15, Tuesday 16, Thursday 18, 2007

Decorate a t-shirt in honor of either someone you know or a stranger who is a victim or survivor of violence.

Women's Stories of Survival Through Domestic Violence Presentation

Thursday, October 18, 2007

Presentation by Stacie Dubai, creator of the "A Woman's Journey From Domestic Violence Victim to Survivor," a traveling, interactive exhibit honoring survivors of domestic violence, and a domestic violence survivor.

Partner: Social Work Club

Winter 2008

Journey to Empowerment Women's Support Group

Purpose: to offer a drop-in support group is for women who are survivors of domestic violence and those who are interested in exploring relationship issues.

Partner: Carol Kenison, LLP, LPC from the YWCA of Greater Flint

Health Fair and "Go Red for Women" Event

Purpose: to provide information about women's heart health and general well being, by offering information (including information about alcohol and other drugs), health screenings and speaker presentation.

Partners: UM-Flint Urban Health and Wellness Center (UHWC), Nursing Department, Student Nurses Association (SNA), Recreation Center, as well as M-Healthy, Planned Parenthood, and the American Heart Association.

Vagina Monologues

Purpose: to raise awareness of violence against women to students, faculty, staff at UM-Flint and community members, and recognize Women's History Month.

Partners: Voices for Women student organization, Planned Parenthood and the LGBT Center

"How Sex and Beauty Stereotypes Sell" Workshop

Purpose: to highlight the Love Your Body Campaign developed by the NOW Foundation. The presentation illustrates how advertisers and the media enforce unrealistic beauty standards, sexual ideals and gender stereotypes that girls and women are expected to follow.

Partners: Professors Traci Currie, Heather Laube, Heather Seipke, and Voices for Women on Campus

Office of New Student Programs

Freshman Survey

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Workshop: It's Your Life

Workshop presented at each of the Freshman Orientation sessions during summer 2007. Following information sharing, students discussed issues related to alcohol and drug abuse and their impact.

University Human Resources (UHR)

University wide notices were sent in March 2008 and July 2008. These notices included services available through Faculty and Staff Assistance Program (FASAP), Work Life Programs and the new programs for Understanding U and M-Healthy Community. FASAP is a group that provides counseling and direction for family/marital/partner concerns, emotional concerns (depression, anxiety), stress from financial difficulties, alcohol or other drug abuse, and child/adolescent development issues. Work Life Programs provide assistance for faculty and staff to gain a work/life balance. Understanding U is a new program designed to help Managers understand and recognize staff that may need assistance. The program provides concrete information to help Managers handle emotional or stress related performance concerns with the employee to gain a better work performance while understanding the complexities that may be involved in depression, anxiety, stress, or substance abuse. M-Healthy Community is a 5 year program designed to help employees become or maintain good health. The program does not focus on substance abuse but on the overall health of the employee. Email notification was sent to all faculty and staff for these programs. FASAP and Work Life provided postcards mailed to each University faculty and staff member's campus address regarding their services.

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Orientation also provides new faculty and staff information regarding who to contact when encountering a student in need of assistance. This includes accommodations for ADA compliance, along with help for alcohol, tobacco, or other drug issues. This information has been a part of orientation since 2002.

Between September 2007 and August 2008 approximately 22 individuals visited a FASAP counselor totaling 55 visits. Visit is defined as “number of appointments” and, therefore, could include return visits by the same employee.

University Human Resources website: www.umflint.edu/hr

Housing and Residential Life/Resident Advisor Training

During the August 2008 training of Resident Advisors, there was a focus on alcohol/drug policy enforcement, but more importantly on how to talk with residents regarding the use of alcohol and other drugs. In addition, there was emphasis placed on how we as a community could promote

activities in the residence hall and on-campus that provide residents the opportunity to socialize and learn without the use of alcohol or other drugs.

Event and Building Services (EBS)

Bartender Certification Program: *Training for Intervention Procedures (TIPS)*

Three individuals completed TIPS certification program in 2007-2008.

Certified Instructor of *Training for Intervention Procedures* Program

One full-time staff member re-certified as a TIPS instructor with an emphasis on campus environments in 2007-2008.

Department of Public Safety Web Site

Alcohol and Drug Prevention Policy

<http://www.umflint.edu/safety/personalsafety/alcohol.htm>

Student Rights Policy

<http://www.umflint.edu/safety/documents/StudentRights.Bro.pdf>

Policy Inventory

University of Michigan-Flint Alcohol and Drug Prevention Policy

Introduction

The University of Michigan-Flint, is committed to providing a safe, healthy learning community for all its members. The University recognizes that the improper and excessive use of alcohol and other drugs may interfere with the University's mission by negatively affecting the health and safety of students, faculty and staff. Problems such as vandalism, assault, harassment, and disruption of sleep and study space increase in relation to misuse. It is due to the harm caused by excessive and illegal use that the University has a vested interest in establishing policies to prohibit unlawful behavior, and sanctions to address policy violations by members of the UM-Flint community.

Under the **Drug Free Workplace Act of 1988 and the Drug Free Schools and Communities Act Amendments of 1991**, the University is required to have an alcohol and other drug policy and distribute this policy annually to all employees and students. This policy must outline the University's prevention, education and intervention efforts, and consequences that may be applied by both the University and external authorities for policy violations. The law also requires that individuals be notified of possible health risks associated with the use and abuse of alcohol and other drugs, and sources of assistance for problems that may arise as a result of use.

Alcohol and Other Drugs Policy

Employees, students, and campus visitors may not consume, possess, distribute, or be under the influence of non-prescription drugs and/or alcoholic beverages on University property, with the following exception:

1. University functions at which use of alcohol is approved.

Michigan law prohibits the dispensing, selling or supplying of drugs or alcoholic beverages to a person under twenty-one years old. While on University property all individuals are prohibited from possessing, consuming, manufacturing, dispensing, or being under the influence of illegal drugs or engaging in improper self-medication.

All members of the campus community are also governed by laws, regulations and ordinances established by the state and local municipalities, and will be held accountable by law enforcement representatives of those entities for any illegal activity. It is the responsibility of all campus members to be aware of these laws.

Alcohol and Other Drug Prevention Program

Changing the community culture from one that is indifferent to, or tolerates, the harm caused by excessive and illegal use, requires participation by all members of the community. The University of Michigan-Flint has a comprehensive substance abuse prevention program, which utilizes nationally recognized best practices. These practices are employed in order to actively promote an environment that discourages the harmful abuse of alcohol and other drugs, and strives to prevent subsequent negative outcomes. Strategies that are utilized include: informing students about alcohol and other drug policies, and possible consequences for policy violations; educational media campaigns, promoting legal, moderate use; providing information to student's parents about alcohol issues on campus during parent orientation; facilitating various education, skill building, and intervention programs to assist students in gaining knowledge and skills; and providing resources and support for students who seek treatment services. For more information please contact the Assistant Vice Chancellor for Student Services and Enrollment Management at 810-762-3456.

Health Risks

The use or abuse of alcohol and other drugs increases the risk for a number of health related and other medical, behavioral, and social problems. These include acute health problems related to intoxication or overdose (blackouts, convulsions, coma, death); physical and psychological dependence; malnutrition; long-term health problems, including cirrhosis of the liver, organic brain damage, high blood pressure, heart disease; contracting diseases such as AIDS, through sharing of hypodermic needles; pregnancy problems including miscarriages, fetal alcohol syndrome (physical and mental birth defects); psychological or psychiatric problems; diminished behavior (hangovers, hallucinations, disorientation, slurred speech); unusual or inappropriate risk-taking which may result in physical or emotional injury or death; violent behavior towards others, such as assaults and rape; accidents cause by operating machinery while impaired; impaired driving resulting in alcohol and drug-related arrest, traffic accidents, injuries and fatalities; negative effects on academic work performance; conflicts with co-workers, classmates, family, friends and others; conduct problems resulting in disciplinary actions, including loss of employment; and legal problems including imprisonment.

Counseling and Treatment Programs

The University of Michigan-Flint encourages individuals with alcohol or other drug-related problems to seek assistance.

Students:

The Campus Counselor (810-762-3456) can provide information on local, state, and federal resources available for those seeking assistance.

Faculty and Staff:

The University of Michigan encourages individuals with alcohol or other drug related problems to seek assistance. For information on confidential, no cost services through the University's Faculty and Staff Assistance Program (FASAP), please contact Human Resources at (810) 762-3150 (Flint Campus).

Alcohol and Other Drugs Policy and Student Organizations

The University of Michigan-Flint expects each student organization to promote behavior that is consistent with this Policy. Student organizations will be held to the highest standards and will be expected to comply with all federal, state and local laws, thus minimizing criminal and civil liability to the organization and its members, while helping to assure the personal safety and welfare of its members and guests.

The following guidelines are recommended:

1. It is illegal for student organizations to sell alcohol in the state of Michigan. Student organizations can significantly improve personal safety and reduce liability by not providing alcohol to any person.
2. If alcohol is to be present at an organization-sponsored activity, the organization can provide for the safety of its members and reduce its liability if:
 1. Alcohol is not the focus of the event;
 2. Attractive alternative beverages are provided;
 3. Procedures are in place to prevent service or sale to persons under the legal age of 21;
 4. Alcoholic beverages are not purchased with organization funds nor with the contributions of individual members;
 5. Alcohol is not served from common or self-serve containers;
 6. Service complies with this Policy, as well as the rules of the facility;
 7. Designated non-drinking hosts are assigned to attend the event.
 8. Assist any attendee who is intoxicated with finding alternative transportation home.

If alcohol is to be present at an event, the preferred method of serving alcohol is to use a caterer or hold the event at a site provided by a vendor who is licensed to sell and serve alcohol. If these methods are not possible, the next best option is to request that guests of age bring a reasonable and limited amount of alcohol that only they will personally consume at the event. Schools, departments, units and administrative

offices as appropriate are expected to encourage student organizations' compliance with these expectations and recommendations.

University Sanctions

Students: The University, through the Office of Student Life has established expectations for non-academic student conduct under the Student Rights Policy. The illicit use of alcohol and other drugs is considered misconduct and subject to disciplinary action:

"Unlawful possession, use, manufacture, sale, or distribution of any controlled substance, alcoholic beverage, or illegal drug on University premises or at University-sponsored activities and events."

The [Student Rights Policy](#) is administered by the division of Student Services and Enrollment Management (SSEM). Sanctions cover a wide range of educational assignments and obligations, including but not limited to suspension and expulsion from the institution. The Assistant Vice Chancellor for SSEM oversees the Conduct and Grievance Hearing Board processes as outlined in the Student Rights Policy.

Academic units of the University may also have written or implied policies concerning management of alcohol use and their response to the illicit use of alcohol and other drugs in the academic setting. Students are expected to know and understand these additional policies and abide by them.

Student Organizations: Policy violations by student organizations will be handled through the student organization judicial process administered through the Office of Student Life.

Staff and Faculty: Sanctions for violations by faculty and staff are governed by policies within individual departments and any applicable guidelines set by University regulations (Regents' Bylaw 5.09, [Standard Practice Guide 201.12](#)), appropriate collective bargaining agreements, and other applicable policies or procedures. Appropriate sanctions may include: verbal or written warnings, a mandated rehabilitation program, probation, suspension, and termination. In each case there are likely to be different circumstances that are relevant for understanding the situation and determining the appropriate sanction.

Students/Faculty/Staff and Student Organizations: Unlawful possession, manufacture, use, or distribution of alcohol or illicit drugs by faculty, staff, or students on University property or as a part of any University activity may lead to sanctions within the University, the severity of which shall increase as the seriousness of the violation increases. Sanctions include:

- A verbal or written reprimand;
- Completion of an appropriate rehabilitation program;
- A disciplinary warning, with notice that repetition of the offense or continuation of the offense may result in a more serious sanction;
- Suspension from the University (student) or from employment (employee) or from a specified University activity or facility for a fixed period of time or until completion of specific conditions, such as completion of an appropriate rehabilitation program;
- Expulsion from the University (student) or termination of employment (faculty or staff); and/or
- Other appropriate sanctions.

External Sanctions

Federal laws impose significant criminal penalties for the unlawful possession, use, manufacture or distribution of alcohol and illicit drugs. These penalties include fines and/or imprisonment.

Alcohol: Under Michigan law it is illegal for anyone under the age of 21 to purchase, consume or possess, or have any bodily content of alcohol. A first time conviction may result in a fine, substance abuse education and treatment, community service and court-ordered drug screenings. There is also a provision for possible imprisonment or probation for a second or subsequent offense. Use of false identification by minors in

obtaining alcohol is punishable with a fine, loss of driver's license, probation and community service.

Individuals can be arrested/convicted of operating a vehicle while intoxicated with a blood alcohol concentration (BAC) level at .08 or higher. If a student is under 21, there is a "zero tolerance" law in the state of Michigan and any blood alcohol level of .01 or higher can lead to a minor in possession (MIP) ticket and as well as being cited for operating a vehicle while intoxicated. This is in addition to suspension of driving privileges in the state of Michigan.

Drugs: Unlawful possession, use, or distribution of alcohol or illicit drugs may lead to a referral to the appropriate local, state, and/or federal authorities for prosecution for a misdemeanor or a felony, depending on the nature of the offense. The sanctions for such offenses may include fines and/or imprisonment.

Employee Reporting Requirement

Under the Drug-Free Workplace Act of 1988, in addition to the other requirements of this policy, a faculty or staff member who works in any capacity under a federal grant or contract must notify his or her University supervisor or department head, in writing, of his or her conviction for a violation of any criminal drug statute occurring in the workplace no later than five calendar days after such conviction. This applies to direct charge employees and to indirect charge employees who perform any support or overhead functions related to the grant. The supervisor or department head must then promptly report the violation to the General Counsel's Office.

Distribution of Policy

A copy of this policy statement will be distributed to all faculty, staff and students annually via email at the beginning of fall semester.

Review of University Prevention Program and Policy

Biennially the University shall review its "Alcohol and Other Drugs Prevention Program and Policy" to determine effectiveness and implement changes, if needed, and to ensure that the University's disciplinary sanctions are consistently enforced.

For More Information concerning this policy, contact the Vice Chancellor for Student Services and Enrollment Management at 810-762-3434.

University of Michigan-Flint

Statement of Student Rights and Responsibilities

INTRODUCTION

The primary purpose of the Statement of Student Rights and Responsibilities (the Statement) is to assist the University of Michigan-Flint (the University) in providing an environment which supports the educational process and the well-being and safety of the campus community. Free inquiry and free expression are essential attributes of the University community. As members of the community, students are encouraged to develop the capacity for critical judgment and to engage in a substantial independent search for truth. The freedom to learn depends upon the opportunities and conditions in the classroom, the campus, and in the larger community. The responsibility to secure and respect general conditions conducive to the freedom to learn should be shared by all members of the academic community. When students choose to accept admission to the University, they accept the rights and responsibilities of membership in the University's academic and social community.

As members of the University community, students are expected to uphold its values by maintaining a high standard of conduct. Such values include, but are not limited to, civility, dignity, diversity, education, equality, freedom, honesty, and safety. The Statement is intended to define conduct expectations, to identify sanctions which may be imposed when misconduct occurs, and to ensure that students are treated with fundamental fairness and personal dignity. The Statement is an articulation of the University's commitment to recognize and support the rights of its students and to provide a guide for defining behaviors the University considers inappropriate. It is not, however, meant to be an exhaustive list of all rights supported by the University of all actions which may be considered misconduct.

Within the University, entities (such as schools and colleges, campus, professional, and student organizations) have developed policies that outline standards of conduct governing their constituents and that sometimes provide procedures for sanctioning violations of those standards. This Statement of Student Rights and Responsibilities does not replace those standards; nor does it constrain the procedures or sanctions provided by those policies. This Statement describes possible behaviors which are inconsistent with the values of the University community; it outlines procedures to respond to such behaviors; and it suggests possible sanctions which are intended to educate and to safeguard members of the University community.

Members of the University community are accountable to both civil authorities and to the University for acts which violate the law and this Statement. Disciplinary action at the University will, normally, proceed during the pendency of external civil or criminal proceedings and will not be subject to challenge on the grounds that external civil or criminal charges involving the same incident are pending or have been invoked, dismissed, or reduced.

Nothing in this document should be construed so as to limit the Chancellor's authority to maintain health, diligence, and order among students under Regents' Bylaw 2.02.

ACADEMIC RIGHTS

1. Protection of Freedom of Expression. Students are responsible for learning thoroughly the content of any course of study, but are free to take exception to the data or views presented and to reserve judgment about matters of opinion.

2. Protection Against Improper Disclosure. Protection against improper disclosure of information regarding student views, beliefs, and political associations which instructors acquire in the course of their work as instructors, advisors, and counselors is considered a professional obligation.

3. Protection Against Improper Academic Evaluation. Students can expect protection, through orderly procedures, against prejudice or capricious evaluation. Students are also expected to respect the academic freedom of faculty and their rights and responsibilities to determine curriculum and evaluate academic performance.

If any student has a grievance regarding academic practices and policies, there are established procedures within each college and school of the University of Michigan-Flint for resolving such problems. See the appropriate school or college section of the Catalog for a statement of the academic grievance procedure to be followed. Graduate students should consult the Office of Graduate Programs at the University of Michigan-Flint.

For conflicts involving a faculty member, all such procedures require initial consultation with the individual instructor. If the conflict is of a discriminatory or sexual harassing nature, the student should consult with the Affirmative Action Officer or the Assistant Vice Chancellor for Student Services and Enrollment Management. Formal complaints must be filed with the Affirmative Action Office.

STUDENT RIGHTS

Students at the University have the same rights and protections under the Constitutions of the United States and the State of Michigan as other citizens. These rights include freedom of expression, press, religion, and assembly. The academy has a long tradition of student activism and values freedom of expression, which includes voicing unpopular views and dissent. As members of the University community, students have the right to express their own views, but must also take responsibility for granting the same right to others.

Students have the right to be treated fairly and with dignity regardless of race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, disability, or Vietnam-era veteran status.

Students have the right to be protected from capricious decision-making by the University and to have access to University policies which affect them. The University has an enduring commitment to provide students with a balanced and fair system of dispute resolution. Accordingly, this Statement will not deprive students of the appropriate due process protections to which they are entitled. This Statement is one of the University's administrative procedures and should not be equated with procedures used in civil or criminal courts.

Students and student organizations are free to discuss questions of interest to them and to express opinions publicly and privately without penalty. In conveying the ideas and opinions of students, the student press is free from censorship and the need of advance approval.

Editors, managers, and writers must subscribe to the standards of responsible journalism. At the same time, they are protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content.

Students have the right to privacy of personal possessions. Searches and seizures may be conducted by appropriate University officials, but only for specific reasons of probable cause and not freely at will. The student(s) being searched must be notified of the object of the search, unless there is immediate danger to person or property.

STUDENT RESPONSIBILITIES

Along with rights come certain responsibilities. Students at the University are expected to act consistently with the values of the University community and to obey local, state, and federal laws.

VIOLATIONS

Students are expected to comply with published University policies. The following behaviors, for example, contradict the values of the University community and are subject to disciplinary action under this Statement:

- A. Physically harming another person including acts such as killing, assaulting, or battering
- B. Sexually assaulting another person
- C. Sexually harassing another person. Sexual harassment consists of sexual advances, requests for sexual favors, and verbal, visual, or physical conduct that stigmatizes or victimizes an individual on the basis of sex or sexual orientation where such behavior:
 - Involves an express or implied threat to an individual's academic efforts, employment, participation in University-sponsored extracurricular activities, or personal safety; or
 - Has the purpose or reasonable foreseeable effect of interfering with an individual's academic efforts, employment, participation in University-sponsored extracurricular activities, or personal safety; or
 - Creates an intimidating, hostile, or demeaning environment for educational pursuits, employment, or participation in University-sponsored extracurricular activities.
- D. Hazing
- E. Stalking or harassing another person
- F. Possessing, using, or storing firearms, explosives, or weapons on University-controlled property or at University events or programs (unless approved by the Department of Public Safety; such approval will be given only in extraordinary circumstances)
- G. Tampering with fire or other safety equipment or setting unauthorized fires
- H. Illegally possessing or using alcohol
- I. Illegally distributing, manufacturing, or selling alcohol
- J. Illegally possessing or using drugs
- K. Illegally distributing, manufacturing, or selling drugs
- L. Intentionally and falsely reporting bombs, fires, or other emergencies to a University official
- M. Stealing, vandalizing, damaging, destroying, or defacing University property or the property of others
- N. Obstructing or disrupting classes, research projects, or other activities or programs of the University; or obstructing access to University facilities, property, or programs (except for behavior that is protected by the University's policy on Freedom of Speech and Artistic Expression)
- O. Making, possessing, or using falsified University document or record; altering any University document or record, including identification cards

P. Assuming another person's identity or role through deception or without proper authorization. Communicating or acting under the guise, name, identification, email address, signature, or indicia of another person without proper authorization, or communicating under the rubric of an organization, entity, or unit that you do not have the authority to represent

Q. Failing to leave University-controlled premises when told to do so by a police or security officer with reasonable cause.

R. Conviction, a plea of no contest, acceptance of responsibility or acceptance of sanctions for a crime or civil infraction (other than a minor traffic offense) in state or federal court if the underlying behavior impacts the University community

S. Misusing, failing to comply with, or jeopardizing Statement procedures, sanctions, or mediated agreements, or interfering with participants involved in the resolution process

T. Violating University computer policies

SCOPE OF THE VIOLATIONS

Behavior which occurs in the city of Flint, on University-controlled property, or at University sponsored events/programs may violate the Statement. Behavior which occurs outside the city of Flint or outside University-controlled property may violate the Statement only if the behavior poses an obvious and serious threat to harm to any member(s) of the University community.

The Statement of Student Rights and Responsibilities is intended to incorporate other specific University policies by reference. These policies include: Information Technology Services (ITS) Technology Policies, (available in their entirety at <http://www.umflint.edu/its/services/policies.htm>). The Statement will be used to address violations of these policies only if the violation warrants a process or a sanction beyond what is available in these policies. In such cases, policy adjudicators may take intermediate action regarding a complaint as defined by their individual policy; however, final resolution may occur under the procedures outlined in this Statement.

PROCEDURES

The University will use the following procedures to respond to behavior which goes against the values of the University community as defined in this Statement. The University considers the procedures for resolving disputes a part of its educational mission and is committed to a process that provides for peer review. Persons who have questions about the Statement should contact the Assistance Vice Chancellor for Student Services and Enrollment Management who provides support to all participants. Resolution and appeal processes are administrative functions and are not subject to the same rules of civil or criminal proceedings. Because some violations of these standards are also violations of law, students may be accountable to both the legal system and the University.

Any person who knowingly and intentionally files a false complaint under these procedures is subject to disciplinary action.

Records of non-academic misconduct will be maintained by the Assistant Vice Chancellor for Student Services and Enrollment Management and destroyed seven (7) years after the charged student's separation from the University.

For good cause, any times limit in these procedures may be extended by the Vice Chancellor for Student Services and Enrollment Management.

The Hearing Panel is not bound by the legal rules of evidence.

The Hearing Panel shall exercise control over the hearing to avoid needless consumption of time and to prevent the harassment or intimidation of witnesses. The Hearing Board may limit testimony based on redundancy or lack of relevancy.

Stage 1: Initiating the Resolution Process: any student, faculty member, or staff member may also submit a complaint based upon information reported to that person. All complaints must be submitted to the Assistant Vice Chancellor for Student services and Enrollment Management (AVC SSEM), in writing, within six months after the incident(s) alleged in the complaint. The AVC SSEM may waive the six-month limitation when a late submission is reasonable. If the AVC SSEM determines, based on an investigation, that the alleged behavior may be a violation of the Statement, the AVC SSEM will notify the accused student and schedule a meeting as described below.

State 2: Resolution Process: The AVC SSEM will meet with the accused student to explain the complaint and the resolution process. The student may be accompanied by an advisor. The student will have the opportunity to ask questions and make a statement. The AVC SSEM will inform the accused student (1) that statements the student makes to the AVC SSEM may be considered at any hearing, (2) that the student does not have to make a statement at the initial meeting, (3) that all disciplinary records are confidential to the extent permitted by law, and (4) that the student has a right to know the potential sanctions before admitting responsibility (but may not appeal if he/she accepts responsibility without asking about sanctions).

The accused student has a choice of the following methods of dispute resolution:

A. Acceptance of Responsibility: The accused student has the option of accepting responsibility for the charges and accepting the sanction chosen by the AVC SSEM. Upon request, the accused student has the right to know the potential sanctions before accepting responsibility, however the accused student may not appeal if he/she accepts responsibility without asking about sanctions. The accused student also has the option of accepting responsibility for the charges and requesting a hearing on the sanctions under the procedures outlined in B.

B. Hearing: The accused student may choose to have a Resolution Officer or a Student Resolution Panel arbitrate the dispute. In cases which involve more than one accused student, the students will have the option of choosing whether they have the same or separate hearings. If students cannot agree, the hearings will be separate.

Each party may be accompanied at the hearing by a personal advisor, who may be an attorney; however, the advisor may not participate directly in the proceedings, but may only advise the party. For example, the advisor may not question witnesses or make presentations.

At a hearing, the AVC SSEM will be in charge of preparing and submitting information gathered during the investigation. Both parties may have access to all written or other information that will be considered prior to the hearing. Both parties have the right to the names of witnesses providing information prior to the hearing.

During the hearing, the Resolution Officer, AVC SSEM, accused student, complaining witness and student panelists (if applicable) have the right to question (See Appendix A) the complaining witness and the AVC SSEM. Each of the above-enumerated persons may also ask questions of (1) the accused student, if he/she chooses to testify and (2) of any witnesses who have presented information. Silence by the accused will not be used as evidence of responsibility for a charge. Witnesses may be present in the hearing room only when they are presenting information. At any time during the hearing, the accused student may request a recess to consult with his/her advisor.

The accused student, complaining witness, and AVC may also present written reports to the panel or Resolution Officer. The accused student and complaining witness may make statements to the panel or Resolution Officer at the beginning and end of the proceeding.

To ensure the privacy of the parties and to maximize the educational potential of the process, both parties must agree to the admission of any other people (except witnesses or advisors) to the hearing. To ensure fairness and consistency, and to maximize the educational potential of the process, panelists must have access to details, rationales, and results of past cases. The student is presumed no responsible unless clear and convincing evidence is presented that a violation of the Statement has occurred.

A tape recording will be made of Statement hearings, and will be made available (in the Assistant Vice Chancellor's office) to the accused student or complaining witness upon request during the period in which an appeal may be filed or is pending. In all cases, the Resolution Officer will issue a written decision containing findings of fact, conclusions as to responsibility, and rationales for all sanctions imposed.

The hearing body will deliberate in closes session and its decision will be communicated to the student charged, in writing, by the Assistant vice Chancellor for Student Services and Enrollment management within five (5) days.

Stage 3: Appealing the Resolution Process: An appeals process is an essential safeguard for an imperfect human process that attempts very hard to be fair. The appeal process is available to each part. Appeals may be filed for the following reasons: proper procedures were not followed, the evidence clearly does not support the findings(s), sanctions are insufficient or excessive relative to the violation, or there is new evidence not reasonably available at the time of the hearing. All appeals must be submitted in writing to the vice Chancellor for Student Services and Enrollment management within ten (10) academic calendar days following the Assistant Vice Chancellor's (AVC SSEM) decision to accept or modify the recommendations resulting from the hearing. The Vice Chancellor for Student Services and Enrollment Management (VC SSEM) may waive the 120 day limitation when a late submission is reasonable. Appeals will be reviewed by the Faculty Committee for Student Concerns. The Faculty Committee for Student Concerns may take one of the following actions: confirm the decision made through the hearing process, alter the sanctions(s), or recommend a re-hearing.

SANCTIONS

Sanctions are designed to promote the University's educational mission. Sanctions may also serve to promote safety or to deter students from behavior which harms, harasses, or threatens people or property or is motivated by bias because of membership in a group listed in Paragraph 2 under Student Rights. Although it is inappropriate for the University to try to change a student's convictions, it is appropriate for the University to ask a student to change inappropriate behavior. Some behavior is so harmful to the University community or so deleterious to the educational proves that it may require more serious sanctions: removal from housing, removal from specific courses or activities, suspension from the University, or expulsion. One or more of the following sanctions may be recommended:

A. Formal Reprimand: *A formal notice that the Statement has been violated and that future violations will be deal with more severely.*

B. Disciplinary Probation: *A designated period of time during which the student is not in good standing with the University. The terms of probation may involve restrictions of student privileges and/or set specific behavioral expectations. The appropriate University units shall be notified of the student's probationary status.*

C. Restitution. *Compensation for loss, damage, or injury to the appropriate party in the form of service, money, or material replacement.*

D. Restriction from Employment at the University: *Prohibition or limitation on University employment.*

E. Class/Workshop Attendance: *Enrollment and completion of a class or workshop that could help the student understand why her or his behavior was inappropriate.*

F. Educational Project: *Completion of a project specifically designed to help the student understand why her or his behavior was inappropriate.*

G. Service: *Performance of one or more tasks designed to benefit the community and help the student understand why her or his behavior was inappropriate.*

H. Removal from Specific Courses or Activities: *Suspension or transfer from courses or activities at the University for a specified period of time.*

I. No Contact: *Restriction from entering specific University areas and/or all forms of contact with certain person(s).*

J. Suspension in Abeyance: *During Suspension in Abeyance, the student remains enrolled. However, any violation of the conduct regulations during the period of Suspension in Abeyance will, after a determination of guilt, result in automatic suspension.*

K. Suspension: *Separation from the University for a specified period of time or until certain conditions are met. When a student is suspended during a term, he or she is not exempted from the payment of tuition for that term.*

L. Expulsion. *Permanent separation from the University. When a student is expelled during a term, he or she is not exempted from the payment of tuition for that term.*

RELATED PROCEDURES

A. Emergency Suspension. If a student's actions pose an immediate danger to any member of the University community, the Vice Chancellor for Student Services and Enrollment Management or a designee may immediately suspend the student pending a meeting. Except in extraordinary circumstances that meeting will be scheduled within two academic calendar days. At this meeting, the student will be informed of the nature of the alleged violation, presented with available evidence, and given the opportunity to make a statement and present evidence. If the emergency suspension is continued, the student will be offered a hearing option within ten academic calendar days.

B. Procedural and Interpretive Questions. All procedural and interpretive questions concerning the Statement will be resolved by the Vice Chancellor for Student Services and Enrollment Management (VC SSEM) or a designee. At any time, the VC SSEM or the Assistant Vice Chancellor (AVC SSEM) may consult the Office of General Counsel about a case or procedures.

C. Selection of Student Panelists, Resolution Officers, and Appeals Committee Members. Members of the Student Judicial Board, whose selection is outlined in the Student Government Constitution, will serve as student panelists. Resolution Officers are recommended by the Faculty Council and/or Vice Chancellor for Student Services and Enrollment Management. Each Student Resolution Panel will consist of three (3) voting student panelists and a non-voting Resolution Officer.

D. Records of Resolution Actions. Records will be maintained by the AVC SSEM with regard to any and all actions taken under the Statement. Accordingly, records will be maintained by the AVC SSEM of complaints, hearings, findings, and sanctions. For each case in which a complaint is issued, including cases where the student accepts responsibility, the record will recite the facts of all conduct found or admitted to be in violation of the Statement with sufficient specificity to indicate that a violation of the Statement occurred. Confidentiality of records will be maintained to the extent permitted by law and the University of Michigan-Flint Rights and Records Policy. If a student is suspended or expelled, a notation will be made on the student's academic record. The notation of suspension will be removed at the time the student is readmitted to the University.

E. Student Access to Records. Records and documents that will be considered during a hearing will be made available in advance to all parties but may be redacted to protect the privacy rights of individuals not directly involved in the resolution process.

F. Reports of Actions. Statistical reports of actions taken through the Statement will be published following each academic term. These data will cover the number of complaints and the types of violations, resolutions, and sanctions.

G. Concurrent Legal and Statement Proceedings. To ensure the educational potential of the process and in fairness to a complainant, the University should provide a prompt response to behavior which goes against the values of the University as defined by the Statement. In the interest of fairness to an accused student, however, a student undergoing civil or criminal actions for the same behavior which forms the basis of a complaint under this Statement, may request a reasonable delay of the Statement resolution process until external proceedings are resolved. In determining whether a request is reasonable, the AVC SSEM will evaluate the unique circumstances of the case, including the length of the delay and the impact of delay on the complainant and community, in addition to protecting the integrity of the resolution process. In granting a request for a delay, the AVC SSEM may implement conditions on continued enrollment, as appropriate. If an accused student's request for delay is denied, he or she may withdraw from enrollment and may not re-enroll until authorized by the Vice Chancellor for Student Services and Enrollment Management or his/her designee.

H. Amending the Statement of Student Rights and Responsibilities. The Student Government, the Faculty Council, or the Executive Officers of the Flint campus may propose amendments to the Statement. All proposed amendments will be reviewed by the Faculty Committee for Student Concerns. After consultation with each of the above mentioned groups, as well as the Vice Chancellor for Student Services and Enrollment Management, the Faculty Committee for Student Concerns will forward the proposed amendments to the Chancellor of the University of Michigan-Flint with the committee's recommendation on implementation. The final decision on amending the Statement will be the Chancellor's.

The chancellor will endeavor to communicate his or her decision to accept or reject each of the proposed amendments in a public and timely manner, during the regular academic year. It is suggested that the chancellor's communication to the student body state rationale for each decision to reject an amendment. The Vice Chancellor for Student Services and Enrollment Management has the authority to publish procedures for the amendment process.

Appendix A

The following protocol will be observed during hearings:

Witness: Witness (complainant or other) has the opportunity to make a statement; panelists question the witness; charged student questions the witness; panelists ask any follow-up questions.

Charged Student: Charged student has the opportunity to make a statement; panelists question the charged student.

Greek Life Policies

University of Michigan-Flint Greek organizations holding national charters are required to comply with all national rules in order to maintain campus recognition. The Office of Greek Life adheres to the National Panhellenic Conference (NPC) *Manual of Information* regarding policies and procedures on alcohol and other substance abuse.

NPC policies and resolutions can be accessed at
http://www.npcwomen.org/policies/p_resolutions.php

Resolutions offering policy recommendations to College Panhellenics are on file with the NPC Office:

National Panhellenic Conference Office
8777 Purdue Road, Suite 117
Indianapolis, IN 46268
(317) 872-3185
(317) 872-3192 Fax

References

¹ Core Alcohol and Drug Survey, Core Institute, Southern Illinois University Carbondale, 2005.

² Freshman Survey, Higher Education Research Institute, University of California, Los Angeles.

³ College Student Inventory, Form B, Noel-Levitz.

Appendix A
Alcohol, Tobacco, and Other Drug Programs Oversight Committee (ATODP)
Oversight Committee Invitation and Membership

April 3, 2008

The Drug-Free Schools and Campuses Regulations (Education Department General Administrative Regulations [EDGAR Part 86]) mandates several requirements with which all institutions of higher education receiving any form of federal funding must comply. One such requirement is a biennial review of alcohol and other drug programs and policies to determine program effectiveness and consistency of policy enforcement and to identify and implement any needed changes. Our most recent biennial review can be accessed at <http://www.umflint.edu/sssem/research/htm>.

The University of Michigan-Flint *Alcohol and Drug Prevention Policy* is intended to educate members of the campus community about health risks associated with the use and abuse of alcohol and other drugs. It is also meant to provide information concerning available resources for assessment, referral, and treatment. Since 1990, the campus has utilized a collaborative approach for complying with EDGAR Part 86. With campus housing due to open in Fall 2008, now is an opportune time for the University of Michigan-Flint to establish an Alcohol, Tobacco, and Other Drug Programs (ATODP) Oversight Committee.

Alcohol abuse is the primary national public health issue on college campuses. As such, improper and excessive use of alcohol and other drugs may interfere with our mission by negatively impacting the health and safety of students, faculty, and staff. Substance abuse can cost our community in significant ways including loss of potential, opportunity, health, and in some cases, life.

Your participation as a member of the campus' first ATODP Oversight Committee is respectfully requested. The Committee, charged with developing a comprehensive set of programs aimed at curbing high-risk use of alcohol, tobacco, and other drugs will be chaired by Vice Chancellor Mary Jo Sekelsky.

The professional perspective you bring to this process is critical to its outcome. Working together, we increase the likelihood of better understanding, addressing, and responding to the issues surrounding substance abuse. Such cooperation also allows us to maintain an environment that is respectful, safe, and in keeping with the standards of excellence for which we are known.

I would appreciate your consideration of this request to participate in this important undertaking. Please let Dr. Sekelsky know of your decision. The Vice Chancellor's office will be convening the group this spring. Thank you.

Cordially,

Jack Kay
Interim Chancellor

**ATODP Oversight Committee
Membership**

Becky Armour
Academic Advising and Career Center

Jeanine Bessette
Housing and Residential Life

Allen Cozart
Department of Public Safety

Jessie Hurse
Office of Student Life

Theresa Landis
Auxiliary and Recreational Services

Beth Manning
Human Resources and Affirmative Action

Tamara McKay
Campus Counselor (Interim)

Aimi Moss
Academic Advising and Career Center

Becky Rodda (faculty)
Physical Therapy Department

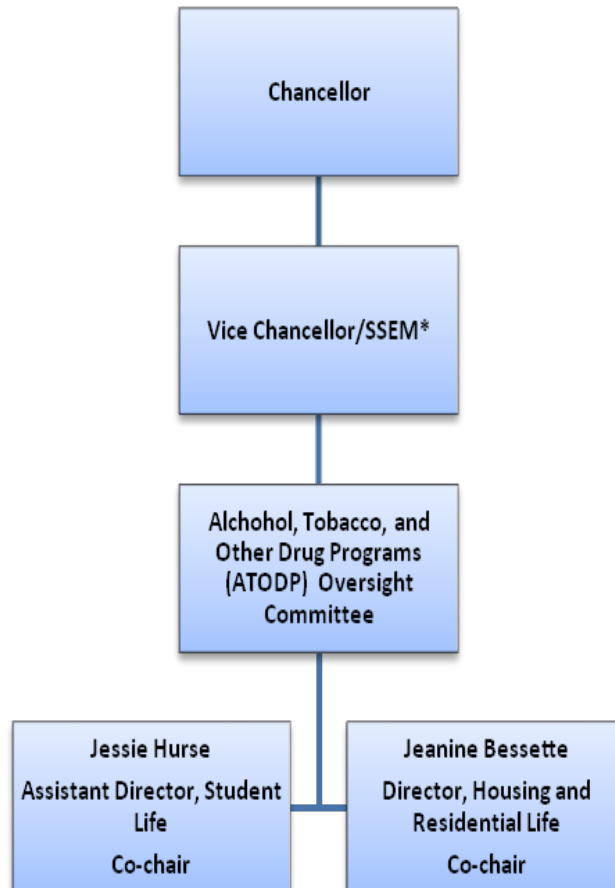
Michelle Rosynsky
Women's Educational Center

Chalmers Sanders
Department of Public Safety

Lori Vedder
Office of Financial Aid

Johnny Young
Student Services and Enrollment Management

Appendix B
ATODP Organizational Structure and Mission Statement



* Student Services and Enrollment Management

ATODP Oversight Committee Mission Statement

According to the Council for the Advancement of Standards in Higher Education, the goals of ATODP* must:

- acknowledge and mitigate the inherent risks to the total community associated with alcohol, tobacco, and other drug use
- develop, disseminate, interpret, and support the enforcement of campus regulations that are consistent with institutional policies and local, state/provincial, and federal law
- promote healthy choices concerning the use of alcohol, tobacco, and other drugs, emphasizing the elimination of illegal use, high-risk behavior, harmful use, and related violence
- promote a safe, healthy, and learning conducive environment
- define ATODP policies and practices for prevention, education, training, intervention, evaluation, referral and treatment
- develop shared ownership of the issue by involving all entities of the campus community including governing boards, administrators, faculty and staff members, students, and community leaders
- protect the legal right of students

In keeping with the expectations as set forth by the Council for the Advancement of Standards in Higher Education, the University of Michigan-Flint ATODP* Oversight Committee will seek to educate and safeguard the campus community by managing resources, programming, and policy enforcement around alcohol, tobacco, and other drugs.

* Alcohol, Tobacco, and Other Drug Programs

Appendix C
CAS Evidence of Achievement

ATODP must provide evidence of its impact on the achievement of student learning and development outcomes. The table below offers examples of evidence of achievement of student learning and development.

Relevant, Desirable Student Learning and Development Outcomes	Examples of Evidence of Achievement
Intellectual Growth	Clarifies personal and educational goal statements; Cites examples of critical thinking through means of logic and reasoning; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Completes educational goals; Applies previously understood information and concepts to a new situation or setting; Expresses respect for literature, the fine arts, sciences and social sciences
Effective Communication	Writes coherently and effectively; Speaks coherently and effectively; Expresses themselves effectively through a variety of mediums; Effectively articulates abstract ideas; Uses appropriate syntax; Exhibits the ability to make presentations
Enhanced Self-Esteem	Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Develops intrapersonal and interpersonal skills
Realistic Self-Appraisal	Articulates personal skills and abilities; Acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from experience
Values Clarification	Demonstrates willingness to identify and analyze personal beliefs, values and choices; Examines impact of choices on self, and others; Identifies personal, work, lifestyle, values, and can explain how they influence decision-making
Career Choices Clarification	Takes steps to explore future direction; Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Articulates the characteristics of a preferred work environment
Leadership Development	Participates in a student organization, athletics, study group or support group; Demonstrates the ability to effectively work with others to accomplish a goal
Healthy Behavior	Chooses behaviors and environments that promote health and reduce risk; Participates in health-promoting activities; Exercises regularly; Eats nutritious meals; Avoids unhealthy substances; Chooses behaviors that contribute to a healthy community; Articulates the importance of a healthy lifestyle; Identifies personal risk factors that impede optimal physical and emotional health; Recognizes mental health and/or substance abuse concerns and accesses resources
Meaningful Interpersonal Relationships	Learns and refines skills to establish and cultivate interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to others and accepts their right to their own beliefs and choices; Negotiates interpersonal conflict effectively; Treats others with respect
Independence	Exhibits self-reliant behaviors; Demonstrates reliability and time management skills; Seeks advice and support appropriately
Collaboration	Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Possesses effective listening skills; Demonstrates time management
Social Responsibility	Abides by institutional, legal policies and laws; Respects others' right to a safe, healthy, and low risk living and learning environment; Challenges unfair, unjust, uncivil or discriminatory behavior of individuals or groups; Participates in service/volunteer activities on-campus or in the community. Understands and participates in relevant governance systems
Satisfying and Productive Lifestyles	Achieves balance between education, work and leisure time; Articulates and meets goals for work, leisure and education; Develops skills to manage obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values
Appreciating Diversity	Understands one's own personal identity and cultural background; Seeks involvement with people of various cultures, lifestyles, and experiences; Seeks involvement in diverse activities; Articulates the advantages and challenges of a diverse society; Challenges behavior that does not tolerate diversity
Spiritual Awareness	Identifies and develops personal beliefs; Understands roles of spirituality in personal and group values and behaviors
Personal and Educational Goals	Sets, articulates, and pursues healthy individual goals; Uses personal goals to guide decisions; Understands how personal goals and behavior affect others

Appendix D

Freshman Survey

Sample Questions

26. For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark [F]. If you engaged in an activity one or more times, but not frequently, mark [O] (Occasionally). Mark [N] (Not at all) if you have not performed the activity during the past year. (Mark one for each item)

Attended a religious service
Was bored in Class
Participated in organized demonstrations
Tutored another student
Studied with other students
Was a guest in a teacher's home
Smoked cigarettes
Drank beer
Drank wine or liquor
Felt overwhelmed by all I had to do
Felt depressed
Performed volunteer work
Played a musical instrument
Asked a teacher for advice after class
Voted in a student election
Socialized with someone of another racial/ethnic group
Came late to class
Used the Internet for research or homework
Performed community service as part of a class
Used a personal computer
Discussed religion
Discussed politics:
 In class
 With friends
 With family
Worked on a local, state, or national political campaign

33. Mark one in each row:

Agree Strongly; Agree Somewhat; Disagree Somewhat; Disagree Strongly

There is too much concern in the courts for the rights of criminals
Abortion should be legal
The death penalty should be abolished
Marijuana should be legalized
It is important to have laws prohibiting homosexual relationships
Racial discrimination is no longer a major problem in America
Realistically, an individual can do little to bring about changes in our society
Wealthy people should pay a larger share of taxes than they do now
Colleges should prohibit racist/sexist speech on campus
Same-sex couples should have the right to legal marital status
Affirmative action in college admissions should be abolished
The activities of married women are best confined to the home and family
Federal military spending should be increased
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time
The federal government should do more to control the sale of handguns
Only volunteers should serve in the armed forces
The federal government is not doing enough to control environmental pollution
A national health care plan is needed to cover everybody's medical costs
Grading in the high schools has become too easy
Undocumented immigrants should be denied access to public education
Through hard work, everybody can succeed in American society
Dissent is a critical component of the political process

Appendix E

Residence Hall Alcohol and Drug Policy

Alcohol and Drugs in the Residence Hall

The residence hall is alcohol-free. This means, regardless of age, alcohol is not permitted in the building at anytime. Residents and guests should not possess, transport, consume, or be in the presence of alcohol in any area of the hall. This includes student suites/rooms and any other public areas. Public areas include, but are not limited to, lobbies, hallways, lounges, restrooms, recreation areas, stairwells, elevators, and outdoor areas.

No person shall possess or use paraphernalia related explicitly for alcohol consumption, e.g., funnel, bong, etc. No person shall possess or display empty alcohol containers. Students will be asked to dispose of or remove these items.

Public advertisements of alcohol products are prohibited. This includes any signs or advertisements that are visible from public areas and alcohol signs or other inappropriate displays or objects from outside suites/rooms.

The possession, use, sale, distribution, or manufacture of any illegal substance is prohibited in the residence hall. Possession of drug paraphernalia such as bong, roach clip, hookah/water pipe, hash-style pipe is prohibited.

No funds of a recognized residence hall-based organization or hall council unit may be used to purchase any kind of alcoholic beverage. Organizations that violate this regulation may forfeit their privilege to operate in the residence hall. Individual persons will also be held responsible for violations.

Judicial Process

The judicial system in the hall has been set-up to allow for an educational approach to all incidents that occur in the hall. This includes incidents related to alcohol and other drugs. Sanctions will include but are not limited to learning about the laws associated with alcohol and other drugs, taking a self-assessment through Counseling Services to determine if there is a more serious issue that needs to be addressed, developing programs for other residents as it relates to alcohol and other drugs, and preparing bulletin boards for the building to educate other residents.

Appendix F
College Student Inventory Report, November 2006

First Year Retention: It Starts at the Beginning

Mary Jo Sekelsky
Vice Chancellor for Student Services and Enrollment Management
University of Michigan-Flint

Fawn Skarsten
Director of Institutional Analysis
University of Michigan-Flint

The beginning is the most important part of the work.
~ Plato

Guiding Questions

In 2001, the University's Retention Team agreed to spend the year focusing on issues of relevance to the freshman year. The group set about answering the following questions:

- How has the freshman retention rate changed over time?
- What impact is the Noel-Levitz College Student Inventory having on freshman retention?
- Can we predict which students will not return following their freshman year?

Five years later we have answers to these and many other questions thanks to the Noel-Levitz Retention Management System.

My CSI session made me feel like I belong!
Student comment

UM-Flint is an urban commuter campus of 6500+ students, both undergraduate and graduate. The Fall 2006 freshman class size is 524. Females represent 56.1% of the class while males represent 43.9%. Nearly 70% of the incoming class have high school GPAs of 3.0 or higher. Our list of top feeder schools has traditionally consisted of large, suburban high schools. In Fall 2006, for the first time in many years, two of the five City of Flint high schools made it into the top ten list of feeder schools.

2006 marks the 50th Anniversary of the University of Michigan-Flint as a regional campus of the University of Michigan. Among our institutional priorities is increasing the student population to 8,000 by the year 2010. Achieving this objective will require a combination of targeted recruitment and robust retention initiatives.

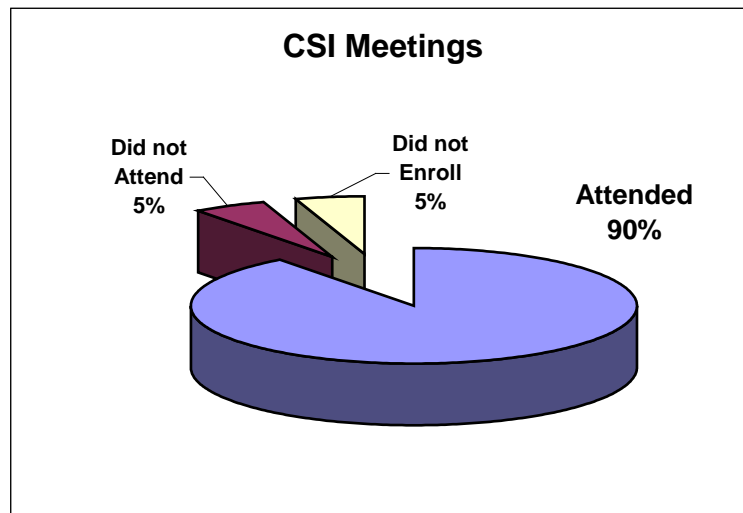
My CSI advisor made me feel welcome to return should I have any difficulties during the semester.
Student comment

Similar to the demographics of most campuses today, UM-Flint students are diverse and they come to us with a broad spectrum of needs. Our size affords us the ability to view students as individuals, considered by our students to be a key strength of the institution. The millennial generation and their parents arrive at our door with the expectation that their unique abilities and challenges will be taken into consideration. The College Student Inventory provides the means for UM-Flint to meet this expectation. From the onset of piloting the CSI in 1997, we have been committed to early and ongoing assessment and intervention that is customized. At UM-Flint, this process begins at orientation.

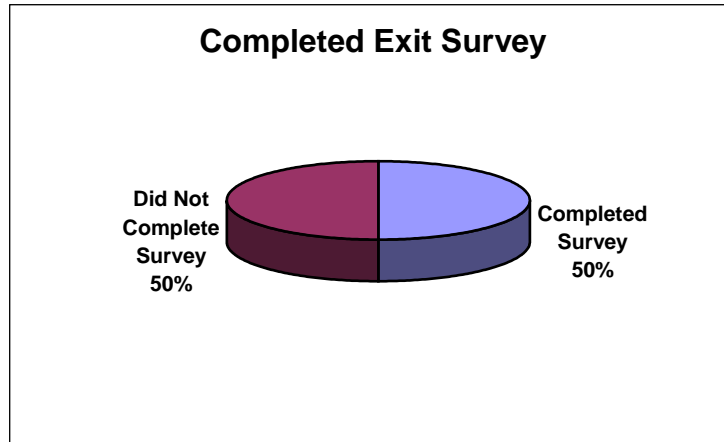
Thanks! If I have questions I will be back!
Student comment

Three pillars serve as the foundation of the University's Strategic Plan: Excellence in teaching and scholarship; student-centeredness; and engaged citizenship. The CSI assists us in establishing the kind of relationship we wish to have with every student and it does so at the point of entry.

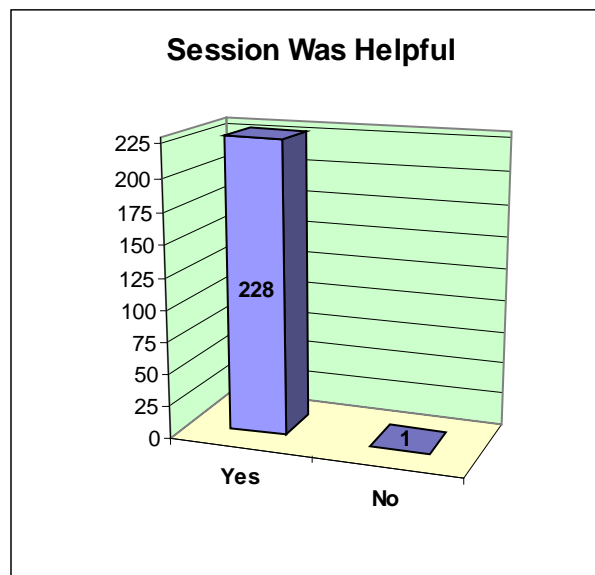
UM-Flint began administering the College Student Inventory to all incoming freshmen in 2001. From 2001 forward, first time full-time freshman (FTIAC) retention went from a low of 69.4% (2002) to a high of 79.6% (2004). A closer look at CSI results for 2006 revealed the following:



90% of the students completing the CSI returned for their student-advisor follow-up session.

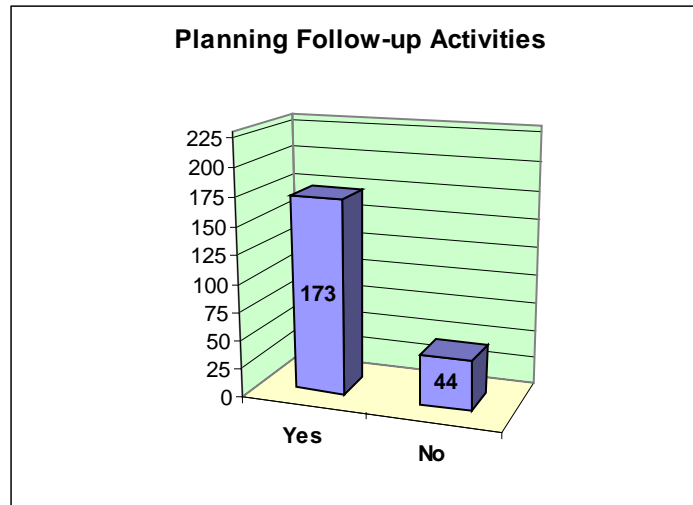


50% of this group completed the CSI Exit Survey



Of the students completing the Exit Survey, 99.5% indicated a high level of satisfaction with their one-on-one follow-up session.

During the student-advisor follow-up session, each CSI scale served as a talking point for discussion. The report became a catalyst for building rapport. Moreover, it served the critical purpose of directing students to the support, activities, and services most likely to have a positive impact on their success in the academy.



75.5% of those completing the Exit Survey indicated their intent to take action with regard to referrals as recommended by their CSI advisor.

We prepared a schedule for my first semester which included classes, work, study time and free time.

Student comment

An Especially Noteworthy Year: Earlier Interventions

2006 is noteworthy given that several major changes were made to the Freshman Orientation Program that had a direct effect on the CSI. Student Services and Enrollment Management (SSEM) convened an Orientation Assessment Committee (OAC) in 2005. The group was charged with conducting a comprehensive review and redesign of freshman orientation. Based on its findings, the OAC recommended among other things the implementation of an early freshman communication plan to commence immediately following a student's acceptance to the University. Working closely with Information Technology Services, the online Freshman Orientation reservation process was expanded into a comprehensive Pre-Orientation Program. This Pre-Orientation Program resulted in online orientation reservations, early utilization of campus e-mail accounts, online placement testing, and completion of the College Student Inventory prior to students setting foot on campus. This is significant in that students were able to complete the CSI online for the first time in our history of using the inventory. *We achieved the highest student/advisor follow-up session completion rate in nine years of administering the CSI (90%)!* Moreover, we were able to offer CSI follow-up sessions throughout the summer as opposed to during the first six weeks of the fall semester. Benefits of meeting with students prior to the start of classes included:

- Making adjustments to class schedules before the start of the semester
- Clarifying policies and procedures not fully understood at Orientation
- Reassuring and building student confidence
- Recommending services based on individual needs
- Communicating one-on-one with students

Additional Interventions

A number of additional intervention initiatives complement and strengthen our commitment to relevant and timely connections with students including the Early Assessment Program (EAP) in which we review freshman grades six weeks into the semester; the Academic Advantage Plan (AAP) where each of our professional schools and the College of Arts and Sciences refer students exhibiting early signs of academic trouble; and the Frosh-A-Thon during which we touch base with freshmen via phone several weeks into their first semester.

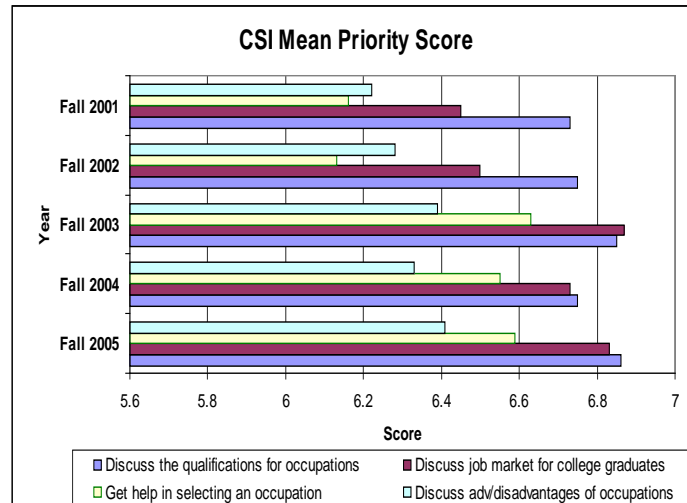
The University of Michigan-Flint Academic Enrichment Center (AEC) houses Tutorial Services and Supplemental Instruction¹ and is an essential component of our retention plan. Tutorial Services experienced a phenomenal increase in student utilization over the past academic year. The total student-tutor contacts for Fall 2005 and Winter 2006 increased 54% over the previous year while Winter 2006—when singularly considered—recorded a 110% increase in comparison to Winter 2005. Referrals resulting from CSI student-advisor follow-up sessions undoubtedly contributed to these increases.

I realized that I have no career goals. I will be visiting a career counselor.
Student comment

Consolidation of Career Development and Academic Advising

Another significant change occurred in 2005-2006 as a result of CSI feedback. For many years, freshmen consistently identified the following as areas in which they anticipated needing intervention:

- Discussing qualifications for occupations
- Discussing the job market for college graduates
- Receiving help in selecting an occupation



As a result of this feedback, SSEM embarked upon a physical and functional consolidation of the Career Development and Academic Advising centers this past year. The new Academic Advising and Career Center has allowed incoming and continuing

students to fully engage the intersecting academic and career planning processes in one centralized location. The merger streamlined service to students and made it possible to cross-train academic and career advisors. In FY07, SSEM will focus on fully integrating and reconfiguring the fiscal resources allocated to this unit.

One on one! People are really concerned about me.

Student comment

The University of Michigan-Flint has benefited from a long and productive relationship with our colleagues at Noel-Levitz. For more than a decade, the Flint campus has utilized Noel-Levitz' Retention Management System (RMS). Over time, evidence has confirmed the value of the College Student Inventory (CSI) to the overall retention efforts of the institution.

Our culture of student-centeredness makes it possible for University of Michigan-Flint students to achieve their academic, personal, and professional goals in an environment guided by this question: What is best for our students? As we celebrate our 50th Anniversary we look back filled with pride for what has been accomplished, and we look forward with great promise for the opportunities that lie ahead.

¹Supplemental Instruction is a service mark of the University of Missouri-Kansas City.

*Student comments found throughout this article were taken from Exit Surveys completed by students following their student-advisor session.

Appendix G

University Human Resources (UHR)
New Faculty/Staff Orientation Slides

Your Workplace – A Safe and Friendly Environment Americans with Disabilities Act (ADA)

Provides

- Equitable access to programs, services, and activities
- Reasonable accommodations for staff with disabilities

Contact Flint University Human Resources if you have any questions at (810) 762-3150.

Accessibility Services for Students

Services for students are highly individualized and based on need/ they may include, but are not limited to:

- Orientation to campus resources
- Course materials in alternative formats
- Consultation with student and instructor (with student permission)
- Special testing arrangements
- Access to adaptive equipment and technology

Counseling Services

Individual and couples' counseling is provided without charge to students enrolled at UM-Flint. Diagnostic testing to identify specific emotional and learning disorders is available for current students. Counselors have experience working with students in many areas including: stress, ADHD, depression, eating disorders, and relationship concerns.

Counselors can be reached in the Student Development Center, 264 UCEN, (810) 762-3456.

Your University Resources

Faculty & Staff Assistance Program (FASAP)

This program is a valuable resource available to all active or retired staff and faculty and their immediate family members. FASAP provides assessment and problem resolution counseling services (up to five sessions at no charge) and referrals to University or community resources, if necessary.

FASAP counselors help with such issues as:

- Emotional concerns (depression, anxiety, etc)
- Family/marital/partner concerns
- Grief and Loss
- Alcohol or other drug problems
- Life transitions
- Free and Confidential
- Monday evening appointments available
- Brown Bag Educational Seminars

Mediation Services for Faculty and Staff (A group affiliated with FASAP). This service is a confidential and informal channel for addressing workplace concerns.

To make an appointment, call (734) 936-8660.

Your University Resources

Family Care Resources Program (FCRP)

Helping UM families balance work life and family/personal life

- Elder care referrals
- Child care referrals
- Kids Kare at Home (sick and emergency back-up child care)
- Work/Life/Family seminar series
- Maintain a lending library of research and popular press articles and journals on aging, caring for aging relatives, and other work and family issues.

Contact FCRP at (734) 936-8677 or online at www.umich.edu/~hrra/familycare

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